**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Animals Are Characters, Too**  TIME FRAME: **Second Six Weeks**  GRADE: **Fourth Grade**

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | **This eight-week unit invites students to compare how animals, especially horses, dogs, and mice, are portrayed in fiction and nonfiction texts. Students will study how animals and their traits are personified in literature and film. Students will research an animal and begin writing narratives incorporating techniques and vocabulary learned in this unit.** | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  X Students will demonstrate independence.   Students will value evidence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  X Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL4.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL4.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RL4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives.  **RFS4.3a** – Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., **roots** and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **RF.4.4:**Read with sufficient accuracy and fluency to support comprehension.  **RF.4.4(c):**Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |  | | --- | | **Writing** |   **W.4.1:**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W4.3a -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **W4.3b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.  **W4.3c -** Use a variety of transitional words and phrases to manage the sequence of events.  **W4.3d -** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **W4.3e -** Provide a conclusion that follows from the narrated experiences or events.  **W4.5 -** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29.)  **W4.9a -** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) | |  | | --- | | **Speaking and Listening** |   **SL4.1c** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **SL4.1d** – Review the key ideas expressed and draw conclusions in light of information and knowledge gained and discussed.  **SL.4.5:**Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | |  | | --- | | **Language** |   **L4.1g -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., *to, too, two; there, their*).  **L4.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.  **L4.3a -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.  **L4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L.4.5:**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **L.4.5(b):**Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  **L.4.5(c):**Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | |
| **How is the portrayal of animals similar and different between fiction and nonfiction?**  **In what ways to authors help us understand why characters behave the way they do?**  **How does where I live influence how I live?**  **Why do living organisms adapt to an environment?** | | | **Characters are different in their actions, motives, and appearance and these differences are important to the theme.**  **Literary devices such as personification develop theme, setting and important character traits.** | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  Read selections from *The Book of Nonsense* by Edward Lear aloud with a partner.  As a class, read and discuss *It's Raining Cats And Dogs: Making Sense of Animal Phrases*by Jackie Franza and Steve Gray.  Read additional text in whole and small group settings as assigned by the teacher. | **Writing Tasks**  Write a journal entry from an animal's perspective, being sure to give the animal human characteristics. Trade your journal entry with a partner to see if they can figure out your animal from your effort to “personify” it while still maintaining its unique animal characteristics.  Following a class discussion of animals studied, write a journal response (or make a graphic representation such as a Venn diagram) that compares facts learned with how the animal is portrayed in literature.  Begin outlining your own narrative about an original animal character by starting with filling in the categories listed in the graphic organizer above. Before you begin writing, re-examine the characters in stories and poems we’ve read in this unit, recalling character traits, examples of personification, and lists of synonyms and/or figurative language you want to use. Make sure to plan a sequence of events that makes sense and think about key details to include  As the class discusses animal stories and poems, begin outlining your own narrative about an original animal character by starting with filling in the categories listed in the graphic organizer. | | | **Discussion Tasks**  Read selections from *The Book of Nonsense* by Edward Lear aloud with a partner. Not only should you discuss what the poems mean, but also talk about how the poetic devices, structures, and vocabulary used are similar and different.  Compare and contrast how animals are personified. How is this personification portrayed in literature? If animals *could* talk and act like humans, which of the actions are most similar to generalizations about the animal (i.e., the “sly” fox, the “lazy” pig, etc.). Look back for specific lines or paragraphs in order to find explicit details from the stories and poems read. | | **Language/Vocabulary Tasks**  See the first Discussion task, also.  As an individual and as a class, keep an index card file of new words learned in this unit. You may also have a nonsense word section where you make up words for animals (basedon*Scranimals*) using new prefixes and suffixes learned until this point in the year. Each index card should include the word, a definition, the word in a sentence, and, for the nonsense words, an illustration. Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note: This will be an ongoing activity all year long.) |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| Teacher-made tests  Shape a response journal into an informative essay using several well-constructed paragraphs. | | Classscape Assessments  Benchmarks  Teacher-made tests  Using a selected poem, discuss what the poems mean, and talk about how the poetic devices, structures, and vocabulary used are similar and different. | | | Six Weeks Exams  Research projects | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Literary Texts**  General   * *James Herriot's Treasury for Children: Warm and Joyful Tales by the Author of All Creatures Great and Small* (James Herriot) * *It's Raining Cats And Dogs: Making Sense of Animal Phrase* (Jackie Franza and Steve Gray) * *Every Living Thing* (Cynthia Rylant and S.D. Schindler) * *Nacho And Lolita* (Pam Munoz Ryan and Claudia Rueda) * *The Mayor of Central Park* (Avi and Brian Floca) * *Tacky the Penguin* (Helen Lester and Lynn Munsinger) (easier) * Horses * *The Black Stallion* (Walter Farley) (E) * *Black Beauty: The Greatest Horse Story Ever Told* (DK Readers Level 4) (Anna Sewell and Victor Ambrus) * *Paint The Wind* (Pam Munoz Ryan) * *San Domingo: The Medicine Hat Stallion* (Marguerite Henry and Robert Lougbeed) * *Gift Horse: A Lakota Story* (S.D. Nelson) * *The Girl Who Loved Wild Horses* (Paul Goble) * *Misty of Chincoteague* (Marguerite Henry and Wesley Dennis) (advanced)   Dogs   * *Because of Winn-Dixie* (Kate DiCamillo) * *Shelter Dogs: Amazing Stories of Adopted Strays* (Peg Kehret and Greg Farrar) * *Lewis and Clark and Me: A Dog's Tale* (Laurie Myers and Michael Dooling) * *The Trouble with Tuck: The Inspiring Story of a Dog Who Triumphs Against All Odds* (Theodore Taylor) * *Three Names* (Patricia Maclachlan and Alexander Pertzoff) * *A Dog's Life: Autobiography of a Stray* (Ann M. Martin) * *Marley: A Dog Like No Other, A Special Adaptation for Young Readers* (John Grogan) * *Lassie Come-Home Lassie Come-Home: Eric Knight's Original 1938 Classic*(Rosemary Wells and Susan Jeffers) * *Shiloh*(Phyllis Reynolds Naylor and Barry Moser) (advanced)   Mice   * *Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread* (Kate DiCamillo and Timothy Basil Ering) * *Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse Amos* (Robert Lawson*)* * *Ralph S. Mouse* (Beverly Cleary and Tracy Dockray) * *The Mouse and the Motorcycle* (Beverly Cleary) * *The Bookstore Mouse* (Peggy Christian and Gary A. Lippincott) * *Ragweed* (The Poppy Stories)(Avi and Brian Floca) * *The Race Across America* (Geronimo Stilton) * *The Story of Jumping Mouse: A Native American Legend* (John Steptoe) * *Mrs. Frisby and the Rats of NIMH* (Robert C. O’Brien) (advanced) * *Poppy* (The Poppy Stories) (Avi and Brian Floca) (advanced)   **Poems**   * “A Bird Came Down the Walk” (Emily Dickinson) (E) * “The Rhinoceros“ (Ogden Nash) * “The Erratic Rat“ (Traditional limerick) * *The Complete Nonsense of Edward Lear* (Edward Lear) * *Scranimals* (Jack Prelutsky) * *The Beauty of the Beast: Poems from the Animal Kingdom* (Jack Prelutsky) * *Poetry for Young People: Animal Poems* (John Hollander and SimonaMulazzani)   **Informational Text**  General   * “Seeing Eye to Eye” (*National Geographic Explorier!*) (Leslie Hall) (E) * “Good Pet, Bad Pet” (*Ranger Rick*, June 2002) (Elizabeth Schleichert) (E) * *National Geographic Encyclopedia of Animals*(George McKay)   Veterinarians   * *I Want to Be a Veterinarian*(Stephanie Maze) * *Veterinarian* (Cool Careers) (William Thomas)   Horses   * *Horses*(Seymour Simon) (E) * *H is for Horse: An Equestrian Alphabet*(Michael Ulmer and Gijsbert van Frankenhuyzen) * *Your Pet Pony* (Scholastic, A True Book) (Elaine Landau) * *Horse Heroes: True Stories Of Amazing Horses* (DK Readers Proficient Readers, Level 4) (Kate Petty) * *Panda: A Guide Horse For Ann*(Rosanna Hansen and Neil Soderstrom) * *The Kids' Horse Book*(Sylvia Funston)   Dogs   * *Dogs* (Smithsonian) (Seymour Simon) (EA) * *W is for Woof: A Dog Alphabet*(Ruth Strother and Gijsbert van Frankenhuyzen) * *Everything Dog: What Kids Really Want to Know About Dogs* (Kids' FAQs) (Marty Crisp) * *A Dog's Gotta Do What a Dog's Gotta Do: Dogs at Work*(Marilyn Singer) * *Your Pet Dog* (Scholastic, A True Book) (Elaine Landau) * *Why Are Dogs' Noses Wet?: And Other True Facts*(Howie Dewin)   Mice   * *Outside and Inside Rats and Mice*(Sandra Markle) * *The Mouse*(Animal Life Stories) (Angela Royston and Maurice Pledger)   **Media**   * *Black Stallion*(1979) * *Black Beauty*(1994) * *Black Beauty*(1946) * *Because of Winn Dixie*(2005) * *Tale of Despereaux*(2008) * *Babe* (1995) * *Ratatouille* (2007) | | | | | | |
| **Cross-Curricular Connections:** | | | | | | |